

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)
- | | |
|-----------|-----------------------------------|
| 8 | Elementary schools (includes K-8) |
| 1 | Middle/Junior high schools |
| 1 | High schools |
| | K-12 schools |
| 10 | TOTAL |

2. District Per Pupil Expenditure: 7962

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☒ Rural

4. 4 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	17	12	29	6	27	18	45
K	23	25	48	7			0
1	17	22	39	8			0
2	18	24	42	9			0
3	30	27	57	10			0
4	23	26	49	11			0
5	18	23	41	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							350

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
 0 % Asian
 2 % Black or African American
 4 % Hispanic or Latino
 0 % Native Hawaiian or Other Pacific Islander
 93 % White
 1 % Two or more races
 100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 8 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	13
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	11
(3)	Total of all transferred students [sum of rows (1) and (2)].	24
(4)	Total number of students in the school as of October 1.	310
(5)	Total transferred students in row (3) divided by total students in row (4).	0.077
(6)	Amount in row (5) multiplied by 100.	7.742

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 6

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 53 %

Total number students who qualify: 184

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15 %

Total Number of Students Served: 53

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>31</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>7</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	<u>8</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>0</u>
Special resource teachers/specialists	<u>3</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>10</u>	<u>3</u>
Total number	<u>32</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 19 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	96%	97%	97%	97%
Daily teacher attendance	96%	96%	96%	95%	96%
Teacher turnover rate	0%	9%	4%	8%	8%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

Sedalia Elementary School serves families within a ten-mile radius of southern Graves County, Kentucky. The county is one of Kentucky's top three agricultural producers and among the top five in geographic size. Population exceeds 35,000. Graves County has lost a significant number of industrial jobs over the past ten years. The city of Mayfield, the county seat of approximately 10,000 residents, has its own independent school district.

Our students depend on Sedalia Elementary and the activities we provide. Enrollment is consistently around 350 students, including pre-school. Fifty-three percent of the student population participates in the free/reduced lunch program. Besides classroom teachers, our faculty includes a full-time music teacher and part-time physical education and art teachers. Our primary and intermediate resource teachers and speech pathologist collaborate with classroom teachers to provide the least restrictive environment for our special needs students. Our school also has a guidance counselor and family resource center to help students overcome barriers to learning. Together, we all work as a team to ensure all students learn to their highest levels.

The mission of Sedalia Elementary is to prepare all students for a successful life. Our focus is to help students reach their highest potentials through rigor, relevance, and relationships. We strive to effectively utilize every minute of instructional time, to consistently engage our students in exciting and challenging lessons, and to make school a positive learning experience for them. Our school's vision is to build strong knowledge and skill bases within our students, leading to their continued success in the future. We continue to show support and maintain contact with our students throughout their middle school and high school years.

Throughout the school year, families are continuously invited to share in the educational environment by volunteering in the school, attending special programs, or joining their children for breakfast or lunch. Parents and community members frequently work with students during the school day. The community is also frequently invited to attend special events. Our community is involved in our school and desires to see us succeed. Our success is the product of an entire team of people taking the responsibility of educating and supporting our students.

With the help from our community and a dedicated faculty and staff, Sedalia Elementary School has been one of the top twenty schools in the state of Kentucky for the past four years; and our students have reached proficiency in all tested subjects. We were recognized as a National Distinguished Title One School in 2008-2009. Our students desire to learn and enjoy being a Sedalia Lion.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Sedalia Elementary participates in the Kentucky Commonwealth Accountability Testing System (CATS), an annual assessment program designed to improve teaching and student learning. The CATS includes the Kentucky Core Content Test (KCCT), the nationally norm-referenced CTBS/5 Survey Edition test, writing portfolios and on-demand writing prompts, and the alternate portfolio for students with severe to profound disabilities. The KCCT is a school accountability assessment. Students answer multiple choice and open response essay type questions. The open response questions require students to write and explain the concepts they have learned in reading, math, science, social studies, arts/humanities, and practical living/vocational studies. The performance levels of novice (minimal or limited knowledge of concepts), apprentice (below average knowledge of concepts), proficient (average knowledge of concepts), and distinguished (above average knowledge of concepts) indicate student achievement.

Under the Federal No Child Left Behind Act, Sedalia Elementary has made overall adequate yearly progress every year by meeting 100% of our target goals. The state goal is for every Kentucky school to reach a total academic index of proficiency, or a score of 100, by the year 2014. Sedalia has met this goal the past four yearly assessments. We have ranked first in the district, first in the region, and have been ranked in the top ten percent out of over 755 elementary schools in the state over the past four years. State assessments in reading and math have reflected instructional effectiveness.

Our students have shown continuous progress on yearly assessments. Third and sixth grade students have been given the CTBS assessment. Their reading and math scores have indicated proficiency for the past several years. Third through sixth grade students are given the KCCT assessment. Their reading, math, and science scores have met the goal of proficiency on the past four KCCT assessments. Our 2005-06 CATS assessment reading score of 121.54 exceeded both the district and the state scores. Third through sixth grade students are given the KCCT math assessment. Their 2007-08 math score of 123.8 far surpassed the state goal of 100 and was the top in our district.

When looking at the disaggregation index trends in reading, the only significant disparity noted is between the free/reduced lunch students (109.3) and the non-free/reduced lunch students (115.8). Both of these scores exceed the state mandate of 100. Our teachers have focused on improving this subgroup's achievement by providing extra reading instruction for these students throughout the school day. The math scores noted a difference of seven points between the free/reduced lunch students and the non-free/reduced lunch students. Although this difference is significant, the free/reduced lunch students scored well above the goal of 100. Our school is focused on proficiency, and our students are reaching this goal in reading and math.

The reading scores indicate our students are reading and comprehending at above-average ability. They are able to use various reading strategies that enable them to decipher contextual meanings and make inferences based on high-level reasoning skills. Our students are able to analyze and synthesize the text to show in-depth understanding.

The math scores indicate our students are using computation and reasoning skills at above-average ability. They are able to use various methods to determine accurate calculations and explain the steps involved in obtaining their answers.

2. Using Assessment Results:

Sedalia Elementary uses research and assessment results to develop our instructional practices. Our teachers are assessing their students daily and analyzing their students' abilities in order to create lessons that meet individual student needs. Lessons are structured to re-teach needed skills for students who need additional instruction and practice.

Each year in the fall, our teachers have a professional development day to analyze the state test scores and create our school improvement plan. Our teachers value this day as they work as a team and help each other look at daily teaching strategies and techniques that make differences in student learning. We have in-depth discussions about how to teach specific concepts and how to implement research-based instructional methods into their lessons to enhance instructional practices. Secondly, our teachers analyze their present students' skills. They identify students' weaknesses and research new strategies to help students individually improve their skills. Using our data, we implement these strategies and continuously re-evaluate our instruction based on continuous formal and informal assessments.

Our next step in using state assessment data is identifying effective teachers and schools. We look at district, regional, and state scores to visit schools and classrooms whose students are achieving at high levels. We are actively researching the best strategies to improve our instruction.

3. Communicating Assessment Results:

We have pride in our school and community and communicating our assessment results is important as we value how our kids perform. On the day state test scores are released in the fall, we invite parents, families, and district leaders to come to our school for a special assembly and celebration. We want to share the excitement with our students and stakeholders. We always incorporate a theme in our assembly, dress up, and play music to get the kids excited. We announce the scores to our kids for every subject and reveal the overall school score. We continue with passing out trophies to each tested grade and allowing each student to receive individual claps and cheers. Each child deserves this individual praise and recognition. We send the scores home and then explain and discuss the scores in detail at our parent/teacher conferences.

Our school presents student performances to our school community at parent teacher organization and site-based decision-making meetings. Scores are also published in our local and regional newspapers and on our school and district web-sites. Testing brochures are also sent home showing scores and improvement across the board.

Throughout the year, students are recognized by their teachers when they reach high levels of success on daily assessments. We are continuously celebrating our students' hard work and improvement.

4. Sharing Success:

Sedalia Elementary is proud of what we have been able to accomplish over the past four years. We are appreciative of all the schools that have allowed us to visit with them to get ideas on how to teach in new and creative ways. We love to share with others and are always accommodating to any school that would like to visit. We believe the more we share and discuss instructional practices with others, the better educators we will become. We have eight other elementary schools in our district, one middle school and one high school that we continually share our practices with. Just as we have been visiting others, we allow schools in and outside of our district to visit us. We share our strategies and allow them to visit classrooms to see firsthand what teachers are doing to improve student achievement. Another way we continue to share our success is through the district leadership team. Graves County has an instructional leadership team with administrators and teachers from each school. This team is continuously researching, reading books, and sharing how our schools are implementing these techniques. Our school administrator and teachers on the team lead

professional development workshops throughout the year. Our district also holds grade level workshops and asks teachers to model and lead these sessions. Sedalia teachers are asked to share effective strategies and student work with their fellow teachers.

Our district also conducts learning walks each semester. These learning walks provide our school with instructional feedback and allow administrators and teachers the opportunity to observe our daily classroom practices.

We value what we have been able to learn and are more than willing to share any knowledge we can. We want all kids to succeed!

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Sedalia Elementary focuses on curriculum. Our instruction matches our curriculum and our assessments. Our district also believes in a viable curriculum and has concentrated professional development on building electronic curriculum documents for all teachers and subject areas. These documents cover all areas of Kentucky's Program of Studies and Core Content by outlining for teachers the exact concepts and terminology for instruction each quarter. Teachers refer to these documents daily and create their lesson plans based on these documents. Each concept has also been identified on the Depth of Knowledge scale.

The core of the reading curriculum involves forming a foundation for reading and developing an initial understanding for what is read. Reading instruction involves interpreting, reflecting, and responding to the text while making a reading and writing connection. Students are engaged in high level reading activities and literature circles. The writing curriculum involves four different areas; reflective, literary, personal writing, and transactive. Standards for success are addressed through individual student goals and products.

The core of the math curriculum includes algebraic thinking, data analysis and probability, geometry, measurement, and number properties. In order to make sure our students excel at high levels, teachers incorporate a wide range of activities into daily instruction. These activities include, but are not limited to, vocabulary games, performance tasks, group work, open response with real world applications, and hands-on activities using manipulatives.

The science curriculum consists of three parts: Physical Science, Earth Science, and Life Science. Students are actively engaged in learning the core content through inquiry based instruction. Students participate in demonstrations and conduct experiments. Students regularly work in cooperative groups to enhance learning.

Social Studies incorporates five parts: history, geography, civics and government, economics, and culture. Students are engaged in authentic learning activities for each area. For example, we study history through the use of student made timelines. Geography has five themes. These themes and concepts are taught through the use of maps. Students make maps of Kentucky that include natural characteristics and other physical characteristics. Civics and government are taught through role play such as how a bill becomes a law and how three branches of government work together. The students' study of economics includes selling items from the classroom and establishing a school store. This helps them experience the benefits and cost of running a business. We study different elements of culture by learning dances and music of various cultural groups.

Our Arts & Humanities instruction consists of art, music, drama, and dance instruction. The students participate in art, music, and drama class twice a week. They learn and perform elements of dance in physical education class. They also choreograph their own dances and perform them with partners or small groups. Art, music, and drama are also incorporated into regular classroom instruction.

Our Practical Living and Vocational Studies curriculum includes personal wellness, nutrition, safety, psychomotor skills, physical wellness, consumer decisions, career awareness, exploration and planning. To be certain students achieve to high levels, teachers work together to engage students in varied activities. We give a group of students a real life situation and ask the students to think about what they would do in that situation. Students also participate actively in physical education every week to help with their physical wellness. We have guest speakers that come into the classroom and educate the students about the importance of a job and what it takes to be a great employee.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Sedalia Elementary believes reading is one of the most important subjects. A student must enjoy and build confidence as a reader to perform at high levels in all other subjects. During each grade level's uninterrupted reading block, students participate in small reading group instruction. Teachers, assistants, resource teachers, and others are instructing small groups of six to twelve students to concentrate on the skills the students in their groups need. Phonemic awareness, fluency, vocabulary, and comprehension are all addressed in these reading groups. Because of the small group instruction, students are reading more and given more direct, immediate feedback. Teachers are able to implement new strategies based on their observations, anecdotal notes, and assessments from these small groups. The small groups have been very successful in primary grades. Effective reading instruction is the core of our success.

We also have an annual Family Reading Night where we involve community members as well as our parents. It is an exciting night where parents are encouraged to read with their child. We have guest readers, classroom activities, and provide free food and books for all kids. It is always a huge success and promotes reading at the same time.

3. Additional Curriculum Area:

Our school is focused on meeting individual student needs and developing individual talents and abilities. The arts are essential in helping students express their feelings and emotions in positive ways. Research shows that participation in the arts enhances learning in other areas, including the development of higher-order thinking skills. The arts are important in developing responsibility, creative thinking, problem-solving, social skills, and self-esteem.

Being located in a rural area, our students have limited experience and very limited exposure to any art, music, dance, or drama activities. We have certified music and art teachers that teach our children about the arts. Children love singing, playing instruments, creating works of art, moving to music, and acting. It is our job to provide them with various opportunities to participate in art activities and to experiment with their talents. In order to be successful in life, our students must be engaged in an effective arts curriculum. In art and music classes, our students are learning history while building, applying, and performing art and music elements. Our dance instruction involves learning and performing West African, Native American, and Colonial American dances. Drama activities require students to be able to produce, perform, and critique plays and productions.

We have implemented many different programs to assist us in bringing the arts to our students. Our district provides elementary band and orchestra teachers to work with our students. We have received the Kentucky VSA grant for three years. This grant allows a dance specialist to work directly with our students. The dance specialist teaches our students, helps them create a class production, and then includes their dance in a ballet performance at Murray State University. We want to continue to grow in this area, and we desire to see our kids perform well in the arts.

4. Instructional Methods:

Sedalia Elementary is dedicated to student learning and welcomes the ultimate challenge of differentiating instruction in all subjects. Our students need differentiated instruction to meet their individual needs. Every student in a classroom may be working on a different task, but every child is working at his/her level. We also provide extra credit opportunities to allow students to produce independent high-level projects. These projects challenge all of our students while focusing on their areas of interest.

Our teachers begin their lessons by making students aware of the expected learning objectives. We use scaffolding techniques to build background knowledge. While presenting the concepts, our teachers use many visual cues and focus on all learning styles. We engage our students with kinesthetic activities and use music and songs to make learning easier. We are continuously modeling for our students and involve our students in hands-on activities. Our students work together in cooperative learning groups and utilize peer mentoring to strengthen their abilities. Student presentations provide examples of proficient work, and teachers give constant feedback that is critical for students' understanding and confidence. At the conclusion of the lesson, students share what they learned to demonstrate understanding.

Collaboration is also utilized in our classrooms. Our special education teachers provide the least restrictive environment for our special needs students and co-teach in the regular classrooms. Our teachers plan together and team teach to address individual education plans and goals.

Our school also has an effective extended school service program. One-third of our students receive extra instruction and guidance during our after school tutoring program. Each grade level has at least one teacher who provides more hands-on activities and modeling for students two days a week after school. Students receive one-on-one and small group attention and feedback on the skills being addressed in class.

5. Professional Development:

Our professional development program is focused on students and how we need to meet our students' needs. Our district provides early release days throughout the year to allow our teachers to be involved in professional learning communities. During the workshops and mandated professional development days, our own teachers present best practices and teach their peers how to implement these strategies into their classrooms. Our school provides release time for our administrator and teachers to model for each other in the classroom setting.

Our school is continuously using educational literature and researching the best instructional methods to use with our students. We implement research based strategies and learn new techniques to help our students. We are always interested in trying to relate to all of our students. We have studied the Framework for Understanding Poverty by Payne and have discussed how to relate to our low socio-economic students and parents. We read Failure is Not an Option by Blankstein to motivate us to continue establishing high expectations. We have also looked at On Common Ground, Working on the Work, and many other educational resources that our teachers study and reflect on. Our reflections also unite our faculty as a team and help us identify our school's weaknesses. The teachers brainstorm ways to improve all areas of our instruction, culture, and overall success.

Student achievement has increased at Sedalia Elementary because we are using research-based strategies and working as a team to meet our goals.

6. School Leadership:

Leadership is vital to a successful school. The building principal is important in this role, but it takes all faculty/staff to lead at various times. At Sedalia, leadership roles are shared at times and involve all stakeholders as much as possible.

We are a site-based school, and our site-based team works to make instructional decisions that help our school continue to grow and improve. This team is made up of two parents, three teachers, and the instructional leader (Principal) is the head of this group. Together, this team looks at data and makes decisions after consulting with other faculty/staff or other stakeholders. Many decisions are run through our site-based team and meetings are open to the public for anyone to attend. Everything we do during our meeting keeps student achievement as our main goal.

Our district also has a leadership team that involves teachers from each building as well as the building administrator. During those meetings, we learn new ideas and bring them back to our building to share with all faculty/staff. This is done during professional development meetings or after school faculty meetings. Ideas are put into practice and are shared throughout the building. The role of the principal is to make sure that all teachers are growing through professional development and ensure that new ideas learned are reaching all students.

Leadership is important, and the principal is the one driving the bus to see that all decisions are focused on improving student achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Kentucky Core Content Test (KCCT)

Edition/Publication Year: 2005 Publisher: Kentucky Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Proficient and Distinguished	88	100	93	95	
Distinguished	53	100	65	54	
Number of students tested	49	35	54	37	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	0	0	1	
Percent of students alternatively assessed	2	0	0	3	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient and Distinguished	81	100	96	93	
Distinguished	38	100	58	43	
Number of students tested	21	16	24	14	
2. African American Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
5. Limited English Proficient Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
6. Largest Other Subgroup					
Proficient and Distinguished	96	100	93	95	
Distinguished	58	100	70	52	
Number of students tested	24	12	30	21	

Notes:

The other largest subgroup is our male population.

The state did not test 3rd grade in 2004-2005 for a state criterion test.

Subject: Reading Grade: 3 Test: Kentucky Core Content Test (KCCT)
Edition/Publication Year: 2005 Publisher: Kentucky Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Proficient and Distinguished	92	94	94	92	
Distinguished	39	37	44	38	
Number of students tested	49	35	54	37	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	0	0	1	
Percent of students alternatively assessed	2	0	0	3	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient and Distinguished	90	93	92	92	
Distinguished	33	31	38	21	
Number of students tested	21	13	24	14	
2. African American Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
5. Limited English Proficient Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
6. Largest Other Subgroup					
Proficient and Distinguished	92	92	97	86	
Distinguished	42	17	47	43	
Number of students tested	24	12	30	21	

Notes:

The other largest subgroup that we have is our male subgroup.

The state did not test 3rd grade in 2004-2005 for a state criterion test.

Subject: Mathematics

Grade: 4 Test: Kentucky Core Content Test (KCCT)

Edition/Publication Year: 2005

Publisher: Kentucky Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Proficient and Distinguished	95	91	72	71	
Distinguished	69	52	33	17	
Number of students tested	38	46	36	41	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	3	0	0	
Percent of students alternatively assessed	0	6	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient and Distinguished	95	100	57	61	
Distinguished	60	47	14	17	
Number of students tested	19	19	14	18	
2. African American Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
5. Limited English Proficient Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
6. Largest Other Subgroup					
Proficient and Distinguished	100	90	64	68	
Distinguished	60	45	32	16	
Number of students tested	14	31	19	25	

Notes:

Our Male population was the next subgroup with over ten students tested.

Our 4th grade was not testing in math with state assessment in 2004-2005 and that is why this column is left blank.

Subject: Reading

Grade: 4 Test: Kentucky Core Content Test (KCCT)

Edition/Publication Year: 2005

Publisher: Kentucky Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Distinguished	100	89	98	100	69
Distinguished	64	37	67	50	5
Number of students tested	38	46	36	42	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	3	0	0	0
Percent of students alternatively assessed	0	6	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient and Distinguished	100	90	100	100	48
Distinguished	55	32	57	53	5
Number of students tested	19	19	14	19	12
2. African American Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
5. Limited English Proficient Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
6. Largest Other Subgroup					
Proficient and Distinguished	100	90	94	100	64
Distinguished	47	31	47	44	0
Number of students tested	14	29	19	25	15

Notes:

Our male population was our next largest subgroup.

Subject: Mathematics

Grade: 5 Test: Kentucky Core Content Test (KCCT)

Edition/Publication Year: 2005

Publisher: Kentucky Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Distinguished	79	94	86	71	33
Distinguished	40	51	50	23	4
Number of students tested	48	37	42	44	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	1	0	0	0
Percent of students alternatively assessed	6	3	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient and Distinguished	71	94	79	71	29
Distinguished	29	50	46	12	0
Number of students tested	21	18	24	17	21
2. African American Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
5. Limited English Proficient Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
6. Largest Other Subgroup					
Proficient and Distinguished	68	91	88	73	32
Distinguished	32	43	44	23	0
Number of students tested	29	21	27	26	22

Notes:

Male population is our next largest subgroup.

Subject: Reading Grade: 5 Test: Kentucky Core Content Test (KCCT)
Edition/Publication Year: 2005 Publisher: Kentucky Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Distinguished	89	89	83	70	69
Distinguished	26	57	43	23	5
Number of students tested	48	37	42	44	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	1	0	0	0
Percent of students alternatively assessed	6	3	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient and Distinguished	90	83	71	71	48
Distinguished	19	50	38	12	5
Number of students tested	21	18	24	17	21
2. African American Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
5. Limited English Proficient Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
6. Largest Other Subgroup					
Proficient and Distinguished	82	85	85	73	64
Distinguished	25	32	33	23	0
Number of students tested	29	19	27	26	25

Notes:

Our next largest subgroup is our male population.

Subject: Mathematics

Grade: 6 Test: Kentucky Core Content Test (KCCT)

Edition/Publication Year: 2005

Publisher: Kentucky Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Proficient and Distinguished	97	93	76	37	
Distinguished	34	53	46	9	
Number of students tested	35	43	45	46	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	1	0	4	
Percent of students alternatively assessed	0	2	0	8	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient and Distinguished	100	96	66	34	
Distinguished	24	55	33	10	
Number of students tested	17	22	24	21	
2. African American Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
5. Limited English Proficient Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
6. Largest Other Subgroup					
Proficient and Distinguished	95	89	79	48	
Distinguished	21	50	41	13	
Number of students tested	19	28	29	23	

Notes:

Our next largest subgroup is our male population.

The state did not test 6th grade in 2004-2005 for a state criterion test and that is why that column is blank.

Subject: Reading

Grade: 6 Test: Kentucky Core Content Test (KCCT)

Edition/Publication Year: 2005

Publisher: Kentucky Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Proficient and Distinguished	89	91	86	84	
Distinguished	34	44	22	17	
Number of students tested	35	43	45	46	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	1	0	4	
Percent of students alternatively assessed	0	2	0	8	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient and Distinguished	82	95	80	72	
Distinguished	29	36	13	10	
Number of students tested	17	22	24	21	
2. African American Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
5. Limited English Proficient Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
6. Largest Other Subgroup					
Proficient and Distinguished	79	86	89	92	
Distinguished	16	32	17	22	
Number of students tested	19	28	29	23	

Notes:

The next largest subgroup is our male population.

The state did not test 6th grade in 2004-2005 for a state criterion test.